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AUTHOR Zeiss, Paul A.
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ABSTRACT

The findings of a survey conducted in January 1978 to determine the interests and characteristics of students enrolled in telecourses at Central Texas College, are reported. Questionnaires were returned by 41 percent of the telecourse students. Responses indicated that the large majority of these students were married Caucasian females between the ages of 18 and 35: most of them were working for wages or a salary, and had taken a telecourse because of the convenience factor. A majority of the respondents had already completed some college credit work, were enrolled in other on-campus courses, were working toward a degree or certificate, and had learned about the telecourse through brochures or class schedules picked up on campus. As a result of the study, it was recommended that an annual study on the interests and characteristics of telecourse students be implemented in order to continue basing telecourse selections on actual student interests. (Author/RAO)

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ASSESSING CHARACTERISTICS AND ITV INTERESTS OF STUDENTS ENROLLED IN TELECOURSES AT CENTRAL TEXAS COLLEGE

SOCIETAL FACTORS

by

Paul A. Zeiss, M. S.

Central Texas College

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Abstract

Research in instructional television offered for college credit had been of much interest to those institutions offering telecourses. Determining the educational and public service interests of a college district community with respect to televised college courses was of significant concern (Alger, 1976; Teraz, 1975; Quanty, 1975; Teraz, 1974 and Luskin, 1978).

No study had been accomplished to determine students' telecourse preferences at Central Texas College and enrollments were not meeting the expectations of the college's administrative personnel. It was determined that a study to identify the interests and characteristics of students enrolled in the Spring 1978 telecourses would be useful in selecting and promoting future telecourse offerings.

In order to determine the interests and characteristics of telecourse students at Central Texas College, a questionnaire was mailed to all telecourse students who were enrolled in Janurary, 1978. The questions included in the survey instrument were, with one exception, taken from a questionnaire formulated and used by Coast Community College in 1974 (Teraz, 1975).

The sample return represented 41 percent of all Central Texas College telecourse students. Responses to the questions indicated that the large majority of students enrolled in telecourses were married caucasian females between the ages of 18 and 35. Most of the respondents had taken a telecourse because of the convenience factor and most of the respondents were working for wages or a salary. A majority of the respondents had already completed some college credit work, were enrolled in other on-campus courses, were working toward a degree or certificate and had learned about the telecourse through brochures or class schedules picked up on campus. From the 92 respondents there were 123 interest responses to other telecourse

subjects with History, English and Business receiving the most responses.

As a result of the study, it was recommended to the Central Texas College administration that an annual study on the interests and characteristics of telecourse students be implemented in order to continue basing telecourse selections on actual student interest. It was revealed that the present off-campus promotional efforts were nearly ineffective and it was suggested to re-design the off-campus media advertising of telecourse offerings to reach a target audience of 18 to 35 year olds; especially females.

Introduction

Instructional television was reaching 71.5 percent of the classrooms in this country and a full 30 percent of the public television network schedule was devoted to instructional programming of all academic levels (Dirr, 1977; Brochure, 1977). Research in instructional television offered for college credit had been of much interest to those institutions offering telecourses. Determining the educational and public service interests of a college district community with respect to televised college courses was of significant concern (Alger, 1976; Teraz, 1975; Quanty, 1975; Teraz, 1974; Luskin, 1978).

Telecourses offered at Central Texas College had been selected on intuition rather than from actual student interest and enrollments were not meeting the expectations of the college's administrative personnel. It was felt by the College Dean and his Assistant that an assessment of the interests and deomographic characteristics of students enrolled in the Spring, 1978 telecourses would be useful in the selection and promotion of future telecourse offerings (Appendix A).

To determine a demographic profile and the interests of telecourse students at Central Texas College, a questionnaire was mailed to all telecourse students who were enrolled in January, 1978. The 13 items in the questionnaire were, with one exception, taken from a questionnaire formulated and used by Coast Community College in 1974 (Teraz, 1975), (Appendix B).

Based on an interpretation of the returned questionnaires, certain observations and recommendations regarding the selection and promotion of telecourses at Central Texas College occurred.

Background and Significance

Research in instructional television offered for college credit had

been of much interest to those institutions offering telecourses. Assessments of student interests and demographic characteristics were being administered at several large telecourse producing colleges including Coast Community College, Dallas Community College, and Johnson Community College (Teraz, 1974; Agler, 1976; Quanty, 1975). Interest in student recruitment was also evidenced by the extensive on and off-campus promotional campaigns in at least one large community college offering telecourses (Mittelstet, 1978).

The traditional fears of decreasing on-campus enrollments at colleges offering telecourses were unfounded. On-campus enrollments were increasing at three of the country's large community colleges as a result of their telecourse offerings (Real, 1978; Mittelstet, 1978; and Helmantoler, 1978). In fact, television was beginning to be looked at seriously as an extension of the college (Real, 1978 and Helmantoler, 1978).

There was evidence which indicated that students and faculty at all levels of instruction had positive attitudes about telecourses (Dirr, 1977 and Purdy, 1976). It was progogated that a majority of the students and faculty of this country were approving the use of telecourses as a means of instruction in 1976 (Purdy, 1976).

Instructional television was becoming a major educational force in this country for all academic levels. An estimated 15 million school children were using instructional television regularly in their classrooms in 1977. In the same year, 71.5 percent of all elementary and secondary classrooms in this country could receive instructional television (Dirr, 1977). In a 1977 study by Robertson Associates, Inc., 45 percent of a representative sample of the Public Broadcasting Service (PBS) member stations were carrying college courses for credit (Robertson, 1978). In 1977, more

than 30 percent of the public television network schedule was being devoted to instructional programming of all academic levels (Brochure, 1977).

There was evidence that instructional television was becoming increasingly important to our society. Working adults, for instances, could expect to be receiving even more college instructional materials by television. With the implementation of a nation-wide Public Broadcasting Satellite System, college telecourse materials would be having a much better chance of being distributed to all Public Broadcasting Stations for live or tape-delayed broadcasting. The new PBS Satellite System would allow for the transmission of four program signals simultaneously instead of only one (Robertson, 1978).

National educational associations were becoming directly involved in attempting to answer some of the prevalent questions about this instructional media. The American Association of Community and Junior Colleges had appointed a task force on the uses of mass media, especially television, for learning (Luskin and Zigerell, 1978). Other nationally sponsored programs were demonstrating an interest in instructional television. The Public Service Satellite Consortia (PSSC) was in the planning stages of building a satellite network to service the nation with instructional television services. The PSSC transmissions were to be directed to specific educational centers and college campuses around the country for continuing education purposes (Bretz, 1978).

Interest in the use of television as a means of instruction was high at colleges and public institutions all over the country and Central Texas College was no exception. The basis for this study resulted from the college administration's interest in assessing the characteristics and interests of its telecourse students. It was felt that an identification of the characteristics and interests of students enrolled in the Spring, 1978 telecourses would be useful in the selection and promotion of future telecourse offerings.

Research revealed that student characteristics varied from college district to college district. Data gathered by a 1972-73 Coast Community College study indicated that forty percent of the respondents did not regard themselves as college students. In that same study, it was found that students most likely to be taking telecourses were older than average students, more likely to be married and were very likely to be working and have dependents (Teraz, 1974). Data gathered from the Dallas Community College study indicated that students most likely to be taking telecourses had been enrolled in college courses previously (Agler, 1976). The difference in demographic characteristics of students enrolled in telecourses at different college districts warranted a student evaluation study at each college district where telecourses were being offered.

A study dealing with the demographic characteristics and the interests of students enrolled in telecourses was considered appropriate for the core module entitled Societal Factors. Understanding the community being served by a college was one central issue of that instructional module.

Procedures

In order to determine the characteristics and interests of students enrolled in telecourses at Central Texas College, a questionnaire was mailed to all students who were enrolled in courses presented by television in January, 1978. The questionnaire, (Appendix B), was designed to 1) obtain a demographic profile of the respondents, 2) determine why they enrolled in a telecourse and 3) determine what additional telecourses they desired.

The questions included in the questionnaire were, with one exception, (Item 13), taken from a questionnaire formulated by the Coast Community College District and used in 1974 to determine the demographic characteristics of their students enrolled in telecourses. Item 13 tailored the

questionnaire to Central Texas College's needs by ascertaining the respondents' interests in possible future telecourse selections. The Dean of the College and his Assistant had reviewed and approved all of the questions for use at Central Texas College (Appendix A).

The questionnaires were mailed with appropriate written instructions and enclosed self-addressed, stamped envelopes. A three week return time was allowed before the results were assessed. The survey results were analyzed with each of the thirteen items and their response categories. A summation of responses for each item was determined by the numerical totals and corresponding percentages of each response category. Questionnaire items (1), (3) and (13) allowed for multiple responses. All other questionnaire items were designed to allow for only one response per respondent. Questionnaire item (1) was designed to discover why a student decided to take a TV course. Questionnaire item (2) was designed to discover how the student learned about the telecourse in which they were enrolled. Questionnaire item (13) was designed to discover student interests in other subject areas that could be offered by television.

Interpretations and descriptions of this data were made through a study of the numerical totals and corresponding percentages of the responses made for each response category in each questionnaire item. The data and interpretations gleaned from this procedure was presented to the Dean and his Assistant for their review and reference in making decisions about the selection and promotion of future telecourses at Central Texas College.

Results

The 92 returned questionnaires used in the research represented 41.1 percent of the 224 total students enrolled in one or more of the four telecourses at Central Texas College during the Spring Semester of 1978.

Each questionnaire item was tabulated by the frequency of response per category. The frequencies were then converted to a percentage of responses per category.

Questionnaire item number one dealt with the reason a respondent enrolled in a telecourse at Central Texas College. Multiple answers could be listed for this question. Table I represents the frequency and percentage of responses to questionnaire item number one.

TABLE I

QUESTIONNAIRE ITEM ONE
FREQUENCY AND PERCENTAGE OF RESPONSES (N-151)

Why did you decide to take a TV course?	N	%
Interest in course	13	8.6
Convenience	69	45.7
Needs credits	40	26.5
Interest in this medium of presentation	10	6.6
Job advancement or promotion	8	5.3
Other	11	7.3

From the 151 responses to questionnaire item number one, 13 or 8.6 percent indicated that interest in the course was a reason for enrolling. Sixty-nine or 45.7 percent of the responses indicated that convenience was a reason for taking the telecourse. Forty or 26.5 percent of the responses indicated that the course credit was a reason for taking the course. Ten or 6.6 percent of the responses indicated that an interest in the television medium of presentation was a reason for taking the course. Eight or 5.3 percent of the responses indicated that the telecourse was taken as an aid in job advancement or promotion. Eleven or 7.3 percent of the responses

indicated that a telecourse was taken in order to meet a requirement for Texas teacher certification.

Questionnaire item number two was designed to discover if it was the respondent's first telecourse and if not, what previous course had been taken. Table II represents the frequency and percentage of responses to questionniare item number two.

TABLE II

QUESTIONNAIRE ITEM TWO
FREQUENCY AND PERCENTAGE OF RESPONSES (N-92)

Is this your first TV class? If not, what other have you taken?	N	%
Yes, (First course)	82	89.1
No	10	10.9

Of the 92 responses to questionnaire item number two, 82 or 89.1 percent of the respondents indicated they were presently enrolled in their first telecourse. Ten or 10.9 percent of the respondents indicated this was not their first telecourse. Previous telecourses taken by the respondents included government - 5, psychology - 4, and business - 1.

Questionnaire item number three was designed to discover how the respondents learned about their present telecourse. Multiple answers could be listed for this question. Table III represents the frequency and percentage of responses to questionnaire item number three.

TABLE III

QUESTIONNAIRE ITEM THREE
FREQUENCY AND PERCENTAGE OF RESPONSES (N-95)

How did you first learn about your present course?	N	%
TV Announcement	0	0
Radio Announcement	0	0
Newspaper	3	3.2
Brochure picked up on-campus	27	28.4
Brochure picked up off-campus	3	3.2
Schedule of Classes	33	34.7
Other	29	30.5

From the 95 responses to questionnaire item number three, no responses were recorded in the response categories of television or radio announcements. Three or 3.2 percent of the responses indicated that newspapers were a source for learning about their present telecourse. Twenty-seven or 28.4 percent of the responses indicated that a brochure picked up on-campus was a source for learning about their present telecourse. Three or 3.2 percent of the responses indicated that a brochure picked up off-campus was a source for learning about their present telecourse. Thrity-three or 3.47 of the responses indicated that the schedule of classes was a source of learning about their present telecourse. Twenty-nine or 30.5 percent of the responses indicated that their present telecourse was learned about through sources other than those listed as response categories. Of those "other" responses, the sources listed and their frequency of mention included friend - 20, counselor - 5, wife - 1, employer - 1, Texas Education Agency - 1, a previous course - 1.

Questionnaire item number four was designed to discover whether

telecourse students were enrolled in other, on-campus courses. Table IV represents the frequency and percentage of responses to questionnaire item number four.

TABLE IV

QUES IONNAIRE ITEM FOUR
FREQUENCY AND PERCENTAGE OF RESPONSES (N-92)

Are you presently enrolled in other, on-campus courses?	N	%
Yes	71	77.2
No	21	22.8

Of the 92 responses to questionnaire item number four, 71 or 77.2 percent of the respondents indicated that they were presently enrolled in other, on-campus courses. Twenty-one or 22.8 percent of the respondents indicated they were not presently enrolled in any on-campus courses.

Questionnaire item number five was designed to discover what type of student was enrolled in telecourses at Central Texas College. Table V represents the frequency and percentage of responses to questionnaire item number five.

TABLE V

QUESTIONNAIRE ITEM FIVE
FREQUENCY AND PERCENTAGE OF RESPONSES (N-92)

How would you classify yourself?	N	%
Student working toward certificate or degree	76	82.6
General interest student	13	14.1
Non-student	2	2.2
Other	1	1.1

Of the 92 responses to questionnaire item number five, 76 or 82.6 percent of the respondents felt they were students working toward a certificate or degree. Thirteen or 14.1 percent of the respondents indicated they were general interest students. Two or 2.2 percent of the respondents felt they were non-students and one respondent listed "other" as his self classification.

Questionnaire item number six was designed to discover the principal occupations of students enrolled in telecourses at Central Texas College. Table VI represents the frequency and percentage of responses to questionnaire item number six.

TABLE VI

QUESTIONNAIRE ITEM SIX
FREQUENCY AND PERCENTAGE OF RESPONSES (N-92)

What is your principal occupation?	N	%
Student	19	20.6
Self Employed	0	0
Employed for wages or salary	42	45.6
Housewife	20	21.7
Military	8	8.7
Other	3	3.3

Of the 92 responses to questionnaire item number six, 19 or 20.6 percent of the respondents listed their principal occupation as student. No respondents listed themselves as self employed. Forty-two or 45.6 percent of the respondents indicated they were employed for wages or a salary. Twenty or 21.7 percent of the respondents indicated their principal occupation as housewife. Eight or 8.7 percent of the respondents indicated they were in the military and three or 3.3 percent of the respondents indicated

a response of "other." Of these "other" responses one was an inmate at the Texas Department of Corrections at Gatesville, Texas and two were retired.

Questionnaire item number seven was designed to discover the respondents' position in their household. Table VII represents the frequency and percentage of responses to questionnaire item number seven.

TABLE VII

QUESTIONNAIRE ITEM SEVEN
FREQUENCY AND PERCENTAGE OF RESPONSES (N-92)

What is your position in your household?	N	%
Single, live alone	5	5.4
Single, live with non-relative	9	9.8
Single, head of household	4	4.3
Husband or Wife	65	70.7
Son or Daughter	9	9.8

Of the 92 reponses to questionnaire item number seven, 5 or 5.4 percent of the respondents indicated they were single and lived alone. Nine or 9.8 percent of the respondents indicated they were single, but lived with a non-relative. Four or 4.3 percent of the respondents indicated they were single heads of households. Sixty-five or 70.7 percent of the respondents indicated they were either a husband or wife. Nine or 9.8 percent of the respondents indicated they were a son or daughter of a household.

Questionnaire item number eight was designed to discover the level of education achieved by telecourse students. Table VIII represents the frequency and percentage of reponses to questionnaire item number eight.

TABLE VIII

QUESTIONNAIRE ITEM EIGHT
FREQUENCY AND PERCENTAGE OF RESPONSES (N-92)

How much education have you completed?	N	%
High school graduate	3	3.3
0-30 College credits completed	27	29.3
31-60 College credits completed	31	33.7
Over 60 credits without bachelors	10	10.9
Bachelors completed	7	7.6
Beyond bachelors	14	15.2

Of the 92 responses to questionnaire item number eight, three or 3.3 percent of the respondents indicated they were at the high school graduate level. Twenty-seven or 29.3 percent of the respondents indicated they had completed from 0 to 30 college credits. Thirty-one or 33.7 percent of the respondents indicated they had completed 31 to 60 college credits. Ten or 10.9 percent of the respondents indicated they had completed over 60 credits without a bachelor's degree. Seven or 7.6 percent of the respondents indicated they had completed a bachelor's degree and 14 or 15.2 percent of the respondents indicated they had completed credits beyond a bachelor's degree.

Questionnaire item number nine was designed to discover the number of telecourse students who worked and how many hours they worked per week. Table IX represents the frequency and percentage of responses to questionnaire item number nine.

TABLE IX

QUESTIONNAIRE ITEM NINE
FREQUENCY AND PERCENTAGE OF RESPONSES (N-92)

How many hours per week do you work?	N	%
None	31	33.7
1-9	4	4.3
10-19	2	2.2
20-29	4	4.3
30-39	6	6.5
40-49	42	45.7
50 or more	3	3.3

Of the 92 responses to questionnaire item number nine, 31 or 33.7 percent of the respondents indicated they did not work. Four or 4.3 percent of the respondents indicated they worked from 1 to 9 hours per week. Two or 2.2 percent of the respondents indicated they worked from 10 to 19 hours per week. Four or 4.3 percent of the respondents indicated they worked from 20 to 29 hours per week. Six or 6.5 percent of the respondents indicated they worked from 30 to 39 hours per week. Forty-two or 45.7 percent of the respondents indicated they worked from 40 to 49 hours per week and three or 3.3 percent of the respondents indicated they worked 50 or more hours per week.

Questionnaire item number ten was designed to discover the ethnic background of the telecourse students. Table X represents the frequency and percentage of responses to questionnaire item number ten.

TABLE X

QUESTIONNAIRE ITEM TEN
FREQUENCY AND PERCENTAGE OF RESPONSES (N-92)

What is your ethnic or racial background?	N	%
Caucasian	77	83.7
Mexican	4	4.3
Negro	8	8.7
Oriental	1	1.1
American Indian	0	0
Other	2	2.2

Of the 92 responses to questionnaire item number ten, 77 or 83.7 percent of the respondents indicated they were Caucasian, 4 or 4.3 percent indicated they were Mexican, 8 or 8.7 percent indicated they were Negro, one or 1.1 percent was oriental, none were American Indian and two or 2.2 percent indicated their background was something other than those races listed.

Questionnaire item number eleven was designed to discover the ages of students enrolled in telecourses. Table XI represents the frequency and percentage of responses to questionnaire item number eleven.

TABLE XI

QUESTIONNAIRE ITEM ELEVEN
FREQUENCY AND PERCENTAGE OF RESPONSES (N-92)

Please check your age.	N	%
15-17	0	0
18-25	35	38
26-35	34	37
36-45	15	16.3
46-60	7	7.6
Over 60	1	1.1

Of the 92 responses to questionnaire item number eleven, none of the respondents indicated they were 15 to 17 years of age, 35 or 38 percent indicated they were 18 to 25 years of age, 34 or 37 percent indicated they were 26 to 35 years of age, 15 or 16.3 percent indicated they were 36 to 45 years of age, 7 or 7.6 percent indicated they were 46 to 60 years of age and one or 1.1 percent was over 60 years of age.

Questionnaire item number twelve was designed to discover the breakdown of telecourse students by sex. Table XII represents the frequency and percentage of responses to questionnaire item number twelve.

TABLE XII

QUESTIONNAIRE ITEM TWELVE
FREQUENCY AND PERCENTAGE OF RESPONSES (N-92)

Please check your sex.	N	%
Male	30	32.6
Female	62	67.4

Of the responses to questionnaire item number twelve, 30 or 32.6 percent of the respondents indicated they were males and 62 or 67.4 percent indicated they were females.

Questionnaire item number thirteen was designed to discover what other subjects the respondents would like to take by television for college credit. Table XIII represents the frequency and percentage of responses to questionnaire item number thirteen.

TABLE XIII

QUESTIONNAIRE ITEM THIRTEEN
FREQUENCY AND PERCENTAGE OF RESULTS (N-123)

What other subjects would you like to take by television for college credit?	N	%
History	26	21.1
English	37	30.1
Business	23	18.7
Computer Science	14	11.4
Other	23	18.7

Of the 123 responses to questionniare item number thirteen, 26 or 21.1 percent indicated an interest in History as a telecourse, 37 or 30.1 percent indicated an interest in English as a telecourse, 23 or 18.7 percent indicated an interest in Business as a telecourse, 14 or 11.4 percent indicated an interest in Computer Science as a telecourse and 23 or 18.7 percent indicated an interest in subjects other than those listed as a response category. Of the "other" responses, the subjects listed and their frequency of mention included Psychology - 5, Math - 4, Government - 3, Real Estate - 2. The subjects of Anatomy, Economics, Aviation, Journalism, Auto Mechanics, Religion, German Language, Spanish Language, and Home Repair were mentioned once each.

Discussion, Implications and Recommendations

The proposed study was designed to determine the demographic characteristics and subject interest of students enrolled in telecourses at Central Texas College. Students enrolled in teleccurses in the Spring Semester, 1978 were surveyed for this purpose. Of specific interest in the research were the following:

1. to obtain a demographic profile of the respondents
2. to determine why the respondents enrolled in a telecourse
3. to determine what additional telecourses they desire.

In an effort to clearly understand the results for each of the thirteen questions on the surveying instrument, frequency and percentage scores for each response category were determined. The percentage determination revealed a diversification of the characteristics and interests of the respondents in some areas and a homogeneity of the characteristics and interests of the respondents in other areas.

Responses to questionnaire item number one revealed that the majority, (69), of the 92 respondents indicated they had taken a telecourse because of convenience. Forty of the 92 respondents indicated that they had taken a telecourse because they needed the college credit. Although each respondent was allowed to make multiple responses to this question, these were the only categories to receive responses from more than 15 percent of the respondents. It was of interest to note, however, that 11 respondents indicated that at least one reason why they took a telecourse was to qualify for a Texas State Teachers certificate.

From the responses to questionnaire item number two, it was clear that a large majority of the respondents, 89 percent, were enrolled in their first telecourse. All but 15 of the 95 responses indicated that students learned about their present telecourse through a schedule of classes, a

friend, and or a brochure picked up on campus. Off campus brochures, newspapers and broadcast announcements appeared to have been nearly ineffective in the recruitment of students.

According to the responses given to questionnaire item number four, 22.8 percent of the Spring, 1978 telecourses students were enrolled exclusively in a telecourse(s). Seventy-seven percent were also enrolled in other on-campus courses. From these responses it appears that the telecourse offerings are providing a service for both Central Texas College students and non-Central Texas College students.

Of the respondents surveyed, 17.4 percent indicated they were not pursuing a certificate or a degree while 82.6 percent were pursuing a certificate or degree. When asked to identify their principal occupation, 45.6 percent indicated they were employed for wages or a salary, 21.7 percent indicated they were principally housewives, 8.7 percent indicated they were in the military, and 3.3 percent indicated they were in none of the categories listed. From these responses it was interpreted that a large majority, 79.4 percent, of the telecourse students were principally engaged in an activity other than school work.

There was a polarization of responses to the question regarding the number of hours worked per week. The two categories receiving the most responses were "none," 33.7 percent, and "40 hours per week," 45.7 percent. From the responses, however, nearly two-thirds of the Spring 1978 telecourse students were working to some degree in addition to their studies.

From the responses given to the question of household position it was clear that a large majority, 70.7 percent, of the Spring, 1978 telecourse students were married. Further, a large majority, 75 percent, were between the ages of 18 and 35 and the number of females outnumbered the males by a ratio of over two to one. Causcasians, 83.7 percent, represented the majority race taking telecourses in the Spring, 1978 Semester at Central Texas Col

The levels of completed education varied with the Spring, 1978 telecourse students. Over two-thirds of the students, 67.4 percent, had completed at least one year of college and 22.8 percent had already achieved a bachelor's degree.

Responses to the question regarding additional television courses desired revealed no clear subject interest area. Rather, the areas of History, English, Business all received over 20 percent of the 123 responses and Computer Science received over 11 percent. A variety of interests in other subject areas was evident with Psychology and Mathematics receiving the most "write-in" responses.

The resulting interpretations of the research had significant implications to the Dean of the College and his Assistant in determining:

1. why students enrolled in telecourses
2. future telecourse offerings
3. promotional efforts of telecourses.

From the survey responses, it was interpreted that most students enrolled in telecourses because of the convenience factor. Further, since most of the telecourse students worked it appeared that the current schedule of broadcasts during the noon hour and at evenings was serving the students' interests. Another major reason why some students took a telecourse, presumably Government, was to achieve Texas Teacher's Certification. It was recommended that this course be offered at least once annually and that the Teacher Certification Division of the Texas Education Agency be notified of its availability via television in order to make referrals.

It was recommended that future telecourse offerings continue to include the basic academic and general courses most likely to be credited toward a degree or certificate. The majority of the Spring 1978 telecourse students were pursuing a degree or certificate.

In promoting future telecourses to the public the following recommendations were made:

1. increase the distribution of telecourse brochures off-campus.
2. continue listing telecourses in the schedule of classes.
3. increase off-campus media advertising to a target audience of 18 to 35 year olds; especially females.
4. continue on-campus advertising via class schedules and brochures.

It was recommended that a similar study be administered annually in order to remain informed of the current interests and characteristics of students enrolled in telecourses. If the survey instrument in this research is used, it is recommended to:

1. change response category "b" in number eight to read 1 - 30 instead of 0 - 30.
2. substitute the word "credits" for the word "units" in response categories "c" and "d" of question number eight.

It was believed that the completed investigation and implementation of the recommendations would result in a better service to the public served by Central Texas College, would result in telecourse offerings based on actual data, and would result in higher telecourse enrollments.

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APPENDIX A

CENTRAL TEXAS COLLEGE

M E M O R A N D U M

DATE: March 7, 1978

TO: Mr. P. Anthony Zeiss

FROM: Dean Moffitt

SUBJECT: Evaluation of Students Enrolled in Telecourses

In reference to our discussion regarding the selection and promotion of courses to be offered by television, I believe a study of the characteristics and interests of present telecourse enrollees would be most useful. Please feel free to administer a survey of telecourse students and I will anticipate receiving the results. Mr. Charles Stringer, Director of Records, has been advised to assist whenever possible.

PAZ:prq

cc: Mr. Alan Tolbert
Assistant to the Dean

APPENDIX B

TV STUDENT QUESTIONNAIRE

We are most interested in serving your needs and interests with telecourses. Would you please take a few moments to answer the following questions? Thank you.

1. Why did you decide to take a TV course?

_____ a. interest in course
_____ b. convenience
_____ c. need credits
_____ d. interest in this medium of presentation
_____ e. job advancement or promotion
_____ f. other, please specify: _____

2. Is this your first TV class?

_____ a. yes
_____ b. no: What other have you taken? _____

3. How did you first learn about your present course?

_____ a. TV announcement
_____ b. radio announcement
_____ c. newspaper
_____ d. brochure picked up on campus
_____ e. brochure picked up off campus
_____ f. schedule of classes
_____ g. other: _____ (friend, another college campus, previous courses, mailed brochure)

4. Are you presently enrolled in other, on-campus courses?

_____ a. yes
_____ b. no

5. How would you classify yourself?

_____ a. student working toward certificate or degreee
_____ b. general interest student
_____ c. non-student
_____ d. other: _____

6. What is your principal occupation?

_____ a. student
_____ b. self-employed
_____ c. employed for wages or salary
_____ d. housewife
_____ e. military
_____ f. other: _____

7. What is your position in your household?

_____ a. single, live alone
_____ b. single, live with non-relative
_____ c. single, head of household
_____ d. husband or wife
_____ e. son or daughter

8. How much education have you completed:

_____ a. high school graduate
_____ b. 0-30 college credits completed
_____ c. 31-60 college units completed
_____ d. over 60 units without bachelor's
_____ e. bachelor's completed
_____ f. beyond bachelor's

9. How many hours per week do you work?

_____ a. none
_____ b. 1-9
_____ c. 10-19
_____ d. 20-29
_____ e. 30-39
_____ f. 40-49
_____ g. 50 or more

10. What is your ethnic or racial background?

_____ a. caucasion or white
_____ b. mexican or chicano
_____ c. negro or black
_____ d. oriental
_____ e. american indian
_____ f. other

11. Please check your age.

_____ a. 15-17
_____ b. 18-25
_____ c. 26-35
_____ d. 36-45
_____ e. 46-60
_____ f. over 60

12. Please check your sex.

_____ a. male
_____ b. female

13. What other subjects would you like to take by television for college credit

_____ a. history
_____ b. english
_____ c. business
_____ d. computer science
_____ e. other, please specify: _____.